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ABSTRACT

This report, compiled by the College of the Canyons Office of Institutional Development and Technology, assesses the programs and projects of College of the Canyons as part of the Partnership for Excellence (PFE) Program. The report explains that the PFE Program is a mutual commitment by the State of California and the California Community College system to expand the contribution of community colleges to the social and economic success of communities across California. Further, the PFE Program identified five indicators: (1) transfer and transfer prepared, which is defined as the number of students who transfer from community colleges to baccalaureate colleges or the number of students who earned 56 transferable units; (2) degrees and certificates, which is classified as the number of degrees and certificates awarded; (3) course completion, which is defined as the percentage of enrolled students who earned a grade of "C" or better; (4) workforce development, which is defined as the successful completion or courses in the categories of Apprenticeship, Advanced Occupational, or Clearly Occupational; and (5) basic skills improvement, which is defined as the number of students completing coursework at least one level above their prior basic skills enrollment. The report concludes that the 29 reporting campus projects successfully met the 5 indicators of student success. (ND)

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COLLEGE OF THE CANYONS
Santa Clarita Community College District
26455 Rockwell Canyon, Santa Clarita, CA 91355

Institutional Development and Technology

Partnership for Excellence Academic Year 2001-2002

Report # 126

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August 2002

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COLLEGE OF THE CANYONS

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Partnership for Excellence Program (PFE)
AY 2001-2002 Report

Executive Summary

As part of the Partnership for Excellence (PFE) Program, the California Community College Chancellor's Office released an April 2002 report on PFE indicators. The PFE program is a mutual commitment by the State of California and the California Community College system to expand significantly the contribution of the community colleges to the social and economic success of California. The PFE program has identified five indicators for which it has established system-wide goals for the 2005-06 academic year. The indicators are: ***transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement.*** Each participating community college has been asked to improve its performance on these goals as well. The performance of COC to date for these indicators is described below.

- **Goal 1a: Transfer** is defined as the number of students who transfer from community colleges to baccalaureate institutions.
- **Goal 1b: Transfer Prepared** is defined as the number of students system-wide who earned, within a six-year period, 56 transferable units with a minimum G.P.A. of 2.00.
- **Goal 2: Degrees and Certificates** is defined as the number of degrees and certificates awarded.
- **Goal 3: Successful Course Completion** is defined as the percentage of student enrollments that passed with a grade of "C" or better. This goal consists of four successful course completion rate measures, including 1) Transferable Courses, 2) Vocational Courses, 3) Basic Skills Courses and 4) Total successful course completion rate.
- **Goal 4: Workforce Development** requires successful completion of courses in the categories of Apprenticeship (S.A.M. Code A), Advanced Occupational (S.A.M. Code B), or Clearly Occupational (S.A.M. Code C). Successful completion is defined as an enrollment grade of A, B, C, or Credit. COC does not offer apprenticeship courses (S.A.M. Code A).
- **Goal 5: Basic Skills Improvement** is defined as the number of students completing coursework at least one level above their prior basic skills enrollment. A cohort of students from the 1995-96 academic year was followed through Spring 1998 to establish the baseline.

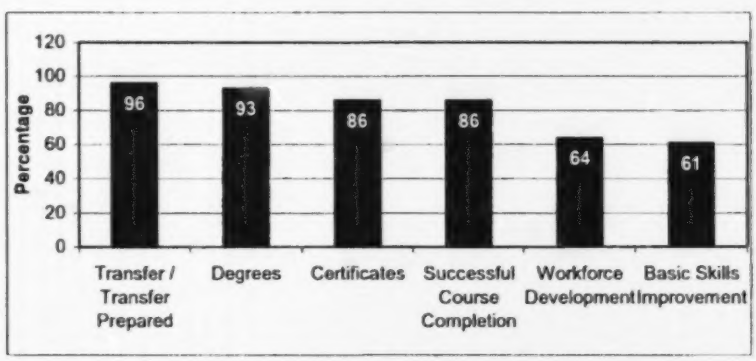

Figure 1. Percentage of COC Campus Projects Involved With Each PFE Indicator.

*Note: Chart reflects data collected from the 29 COC campus projects, which provided PFE data.

In collecting the required data for the Chancellor's Office, College of the Canyons received data from 29 of its participating campus projects. The data in Figure 1 illustrates the percentage of the 29 reporting campus projects' involvement with each of the PFE indicators.

Outstanding Achievements Resulting from PFE Funding:

- Articulation efforts have resulted in a **52 percent *increase*** in the number of transferable courses from Fall 1999 to Fall 2001.
- College Assistants had ***higher retention and success rates*** (**92%** and **78%**, respectively) compared to the overall student population (**89%** and **73%**, respectively).
- The Degree Audit Project had **5,200 equivalencies** built in the system at the end of May 2002 and approximately **400 students** have been run through the degree audit program for Spring graduates.
- Students who served as TLC tutors had a higher retention rate (**96%**, versus **89%** for the college population), and a much higher rate of success (**94%**, versus **73%** for the college population).
- Progress of COC's *Outreach Program* and full-time *Outreach Coordinator* is evident in the college's enrollment growth (**17% *increase*** from Fall 2000 to Fall 2001).
- PFE funded *Testing Center* conducted on-site assessments at **13** area high schools and assessed **500** ***high school students.***
- Student-Right-to-Know rates provide evidence for the impact of the Adjunct Counselor Support project. The *combined completion and transfer rates* for COC is **66.7 percent** compared to the State's **57.6 percent** (based on Fall 1998 cohort).
- Students involved with PFE-supported *co-curricular activities and organizations* had a **success rate** of **82%**, compared with **73%** for the college.
- PFE funded *MESA* demonstrated progress through the following outcome indicators:
  - **Twenty-five** MESA students are *transferring* to universities for the Fall 2002 term.
  - **Twenty** MESA students graduated with associate degrees this year, a **25 percent *increase*** from last year.
  - MESA students had a **success rate** of **78%** compared with **70%** for the *overall college* for Fall 2001.
- **Seventy-four** companies have registered with CWEE on-line and of those **55** companies are *actively posting* internships (Workforce Development).
- PFE funded *Childcare Services for Student-Parents* paid for on-campus childcare for **22 student-parents**.
  - Student-parents had retention and success rates **5 percent higher**, each, than the overall student population.
- Campus Escort Services funded by PFE helped *reduce vehicle theft* by **250%** from 1999 – 2001 (Student-Right-to-Know Rates: College of the Canyons Fall 2002 Schedule of Classes).
- **Twenty-eight (28)** additional students received PFE scholarships from Financial Aid.
- "[CalWORKS] gave me the unmitigated encouragement I required... to stay in school, and to achieve my scholastic goals DESPITE my personal difficulties," said Christine Badgley-Bruce, a single mother of five who graduated COC with honors.

Partnership for Excellence Program (PFE)
Academic Year 2001-2002

Table of Contents

Introduction ---------- iii
Adjunct Counselors ---------- 1
Adult Hourly – Continued Employment ---------- 5
Articulation ---------- 9
Athletic Counseling – PASS ---------- 13
CalWorks ---------- 17
Campus Escort ---------- 25
Childcare Services for Student-parents ---------- 29
College Assistants ---------- 33
CWEE Internship Development ---------- 37
Degree Audit ---------- 43
Full-time Instructors ---------- 47
HITE & Honors Program ---------- 51
Job & Career Fairs ---------- 55
Library Materials ---------- 59
Math Lab – Mediated Learning ---------- 63
MESA – Mathematics Engineering Science Achievement ---------- 67
New Horizons – Re Entry/Transitional Services ---------- 71
Outreach Coordinator ---------- 79
Scholarship Expansion Plan ---------- 85
Student Development Technician I – Continued Employment ---------- 89
Student Orientation Leaders – College Assistants ---------- 95
Student Success & Persistence ---------- 99
Testing Center Support ---------- 103
TLC Developmental English ---------- 109
TLC Hourly Lab Technicians ---------- 113
TLC Lab Tutors ---------- 117
TLC Math & English Graders ---------- 121
TLC Supplemental Instructors Tutors ---------- 125
Transfer Center ---------- 129
Transcript Evaluator ---------- 133

Introduction to
Partnership for Excellence Program (PFE) Report #126
Academic Year 2001-2002

As part of the Partnership for Excellence (PFE) Program, the California Community College Chancellor's Office released an April 2002 report on PFE indicators. The PFE program is a mutual commitment by the State of California and the California Community College system to expand significantly the contribution of the community colleges to the social and economic success of California. The PFE program has identified five indicators for which it has established system-wide goals for the 2005-06 academic year. The indicators are: ***transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement.*** Each participating community college has been asked to improve its performance on these goals as well. The performance of COC to date for these indicators is described below.

- **Goal 1a: Transfer** is defined as the number of students who transfer from community colleges to baccalaureate institutions.
- **Goal 1b: Transfer Prepared** is defined as the number of students system-wide who earned, within a six-year period, 56 transferable units with a minimum G.P.A. of 2.00.
- **Goal 2: Degrees and Certificates** is defined as the number of degrees and certificates awarded.
- **Goal 3: Successful Course Completion** is defined as the percentage of student enrollments that passed with a grade of "C" or better. This goal consists of four successful course completion rate measures, including 1) Transferable Courses, 2) Vocational Courses, 3) Basic Skills Courses and 4) Total successful course completion rate.
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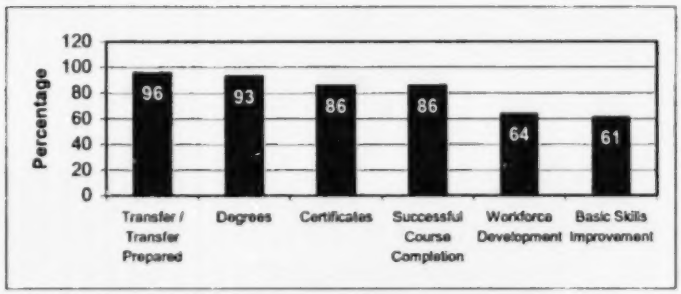

Figure 1. Percentage of COC Campus Projects Involved With Each PFE Indicator

*Note: Chart reflects data collected from the 29 COC campus projects, which provided PFE data.

In collecting the required data for the Chancellor's Office, College of the Canyons received data from 29 of its participating campus projects. The data in Figure 1 illustrates the percentage of the 29 reporting campus projects' involvement with each of the PFE indicators.

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New Proposal:		
Renewal:		X
Amount Budgeted:	$	10,000
Amount Spent:	$	10,000

Adjunct Counselor Support

PFE Project Review

2001/2002

Christopher Villa

PFE Goal

Indicate whether demonstrates progress or no progress on specific PFE goals, or whether the goal was not applicable. Place an "X" in the appropriate box.

	Demonstrated Progress	No Progress	NA
Increase Student Transfer Rates	X		
Increase Student Degrees Awarded	X		
Increase Student Certificates Awarded	X		
Increase Successful Course Completion	X		
Increase Workforce Development	X		
Increase Basic Skills Improvement	X		

I. Project Summary
(Including Need, General Goals, and Approach)

Hire adjunct counseling faculty to supplement the need to meet student demand for counseling. Currently the ratio of students to counselors who provide counseling to the general student population is 1800:1. Adjunct counselors are needed to address the demand for counseling.

II. Activities Completed in 2001/2002

The demand for academic counseling at COC is increasing due to expanding student growth. These funds were used to support adjunct counselors in an effort to meet student demand for academic counseling. As a result, adjunct counselors provided several hundred hours of academic counseling to the general student population.

III. Recommendations for changes to similar efforts in the future

Continue to support adjunct counselors who provide academic counseling for the general student population.

IV. Evidence of Progress on Outcome Indicators

Transfers to UC and CSU Schools

Goal 1a on the PFE indicators defines *transfer* as the number of students who transfer from California community colleges to baccalaureate institutions. The total number of transfers to UC and CSU from College of the Canyons for academic years 1998-99, 1999-00, and 2000-01, as reported by CPEC, was **402**, **445** and **519**, respectively. This represents an increase of **11** and **17** **percent** for the *1998-99 to 1999-00* and *1999-00 to 2000-01* academic years, respectively. The total number of transfers for the State for academic years 1998-99, 1999-00, and 2000-01, as reported by CPEC, was **55,150**; **58,533** and **59,115**, respectively. This represents an increase of **6** and **1** **percent** for the *1998-99 to 1999-00* and *1999-00 to 2000-01* academic years, respectively. Figures 1 and 2 show the percent change for transfers to UC and CSU, respectively for COC and the State for the *1998-99 to 1999-00* and *1999-00 to 2000-01* academic years. ***COC exceeded the State's percent change in transfers to both UC and CSU.***

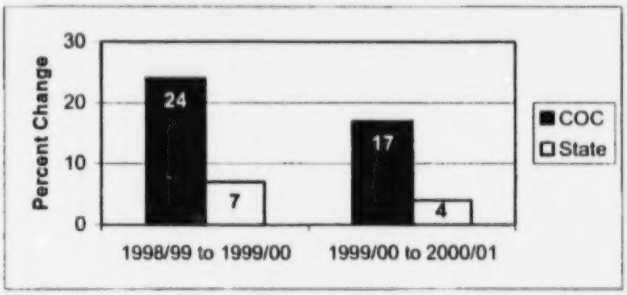


Figure 1. Percent Change in COC Transfers to UC Schools Compared to the State

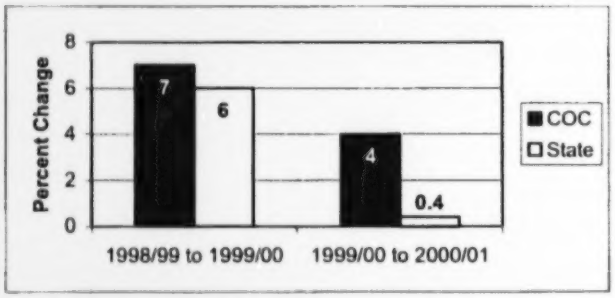


Figure 2. Percent Change in COC Transfers to

Student Right - to- Know data provides further evidence for the impact this project is making on student transfer and completion rates for the College. A group of students who were certificate-, degree-, or transfer-seeking; as well as, full-time, first-time freshmen, and beginning in Fall 1998 were tracked over a three-year period. Figure 3 illustrates the College's completion and transfer rates compared to the State's rates for the same time period. The *combined completion and transfer rates* for College of the Canyons is **66.7 percent** compared to the State's **57.6 percent**. Based upon the cohort defined above, **16.7**

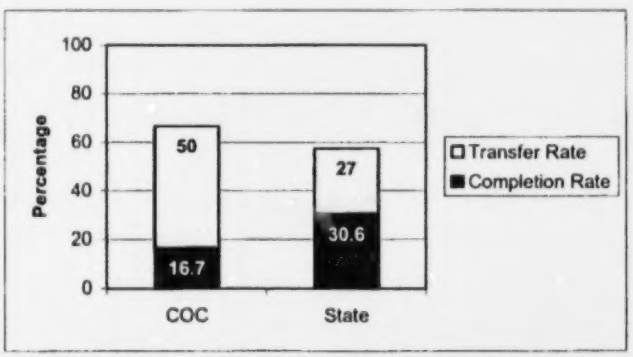


Figure 3: Student Right-to-Know Completion and Transfer Rates

percent of COC students attained a certificate or degree or became 'transfer prepared' during a three-year period compared to the State's **30.6** percent, from Fall 1998 to Spring 2001. Students who are 'transfer prepared' have completed 56 transferable units with a GPA of 2.0 or better. From this cohort, **50** percent of COC students transferred to another postsecondary institution compared to the State's **27** percent, (UC, CSU, or another California Community College) prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five-semester period, from Spring 1999 to Spring 2001. ***COC exceeded the State's transfer rates as shown in Figure 3.***

V. Budget

	Budgeted	Spent (or encumbered)
Instructional Salaries Full-time: Adjunct:	**$10,000**	**$10,000**
Noninstructional Salaries Full-time: Adult Hourly College work study		
Employee Benefits		
Supplies and materials list:		
Other (specify):		

Project Director's Signature: ***(Signature on File)*** **Date:** _____

New Proposal:		
Renewal:		X
Amount Budgeted:	$	10,000
Amount Spent:	$	10,000

Continued Employment of Adult Hourly Staff Member

PFE Project Review

2001/2002

Michael Joslin

Cougar Mentors prepare posters for "Faculty and Freshmen Unite BBQ".

PFE Goal

Indicate whether demonstrates progress or no progress on specific PFE goals, or whether the goal was not applicable. Place an "X" in the appropriate box.

	Demonstrated Progress	No Progress	NA
Increase Student Transfer Rates	x		
Increase Student Degrees Awarded	x		
Increase Student Certificates Awarded	x		
Increase Successful Course Completion	x		
Increase Workforce Development			x
Increase Basic Skills Improvement			x

I. Project Summary
(Including Need, General Goals, and Approach)

The Office of Student Development is in need of adult hourly staff to assist with the implementation of services and programs designed to enhance student success and persistence. Adult hourly staff would work with each member of the professional staff to ensure effective delivery and implementation of services and programming.

II. Activities Completed in 2001/2002

The adult hourly staff in the Office of Student Development, hired with funds provided through Partnership for Excellence, was engaged in a variety of activities, programs and services that assisted students in successfully completing courses, degrees and certificates and prepare for transfer. These activities included:

- ✓ Supervision of student computer lab in the Student Center, including assisting students with computer-related and general questions;
- ✓ Making follow-up phone calls to new students who completed the New Student Orientation Survey to address student concerns and problem solve;
- ✓ Providing mentorship to new students to assist with student success and persistence of new students;
- ✓ Providing services to students through the Office of Student Development, including making photo IDs for students to use in the tutorial labs, fitness center and library; and
- ✓ Assisting full-time Student Development staff with student success and persistence programs and services.

III. Recommendations for changes to similar efforts in the future

The funding provided for this activity will be pooled together with other funding and will be fully devoted to supporting the newly established Cougar Mentor Program. An outgrowth of the Student Orientation Leaders Program, the Cougar Mentors will provided on-going orientation and mentorship to all students and especially to new students at College of the Canyons. Cougar Mentors are students who are well established at the College and who already have achieved measurable success as a college student. Their goal will be to help ensure student success and persistence for students whom they work with in person and over the phone. Additional activities will include a new student and faculty barbeque, campus tours, small group discussions and workshops.

IV. Evidence of Progress on Outcome Indicators

There is much anecdotal evidence in the form of feedback from new students who expressed gratitude to Student Development staff for caring enough about them to call and address their issues and concerns. This interaction established a connection between the student and the institution that did not previously exist. Research in student development and retention indicates that this connection is very important in terms of student success and persistence of students toward their educational goals.

For future analyses, a list of students who were selected for additional contact by Student Development staff could be provided for research on those students' success and persistence rates.

For purposes of this report, retention and success rates were calculated for the students actively involved in supporting the co-curricular activities supervised by the Student Development office.

	Active Students	COC
Retention Rate	93%	89%
Success Rate	82%	73%

Students actively involved in co-curricular activities had a success rate 9 ***percent higher*** than the overall student population. In addition, students involved in one or more of the activities performed better than the college in both retention (93% compared to 89% for the college) and success (82% compared to 73% for the college).

V. Budget

	Budgeted	Spent (or encumbered)
Instructional Salaries Full-time: Adjunct:		
Noninstructional Salaries Full-time: Adult Hourly College work study	$10,000	$10,000
Employee Benefits		
Supplies and materials list:		
Other (specify):		

Project Director's Signature: *Signature on file* **Date:**

New Proposal:		
Renewal:		X
Amount Budgeted:	$	72,997.00
Amount Spent:	$	81,562.59

Articulation Coordinator

PFE Project Review

2001/2002

Audrey Green

College of the Canyons Articulation Coordinator – Audrey Green

PFE Goal

Indicate whether demonstrates progress or no progress on specific PFE goals, or whether the goal was not applicable. Place an "X" in the appropriate box.

	Demonstrated Progress	No Progress	NA
Increase Student Transfer Rates	X		
Increase Student Degrees Awarded			X
Increase Student Certificates Awarded			X
Increase Successful Course Completion			X
Increase Workforce Development			X
Increase Basic Skills Improvement			X

I. Project Summary

(Including Need, General Goals, and Approach)

Articulation agreements constitute one of the most important "behind the scenes" activities being done at a two-year college. Accurate, up-to-date, agreements with high schools, as well as a wide variety of four-year institutions, remove the barriers to student transfer and directly impact the movement of students through the educational "pipeline."COC currently divides this duty among the counseling staff. As such, expertise is slow to develop and valuable counseling time is devoted to developing agreements. Moreover, due to limited resources, the staff has been unable to reach out to the widest variety of institutions possible. Activities of the Articulation Coordinator will include:

a. Implementing the CAN system.
b. Evaluating our current status and developing specific goals.
c. Maintaining our involvement in Project Assist.
d. Working closely with the Hart District.
e. Working closely with faculty in the development of new courses.
f. Working with a wider variety of four-institutions to develop articulation agreements.
g. Develop articulation agreements/equivalencies with other two-year colleges.

Research indicates that at each transition point in higher education there is a certain degree of student attrition. For example, the transition from high school to college is a point where large numbers of students opt out of education. Similarly, the transition from two-year colleges to four-year colleges constitutes an attrition point. When colleges work to ease a student's movement between systems, students are more likely to persist. Articulation agreements are a major component of simplifying a student's transition. Nothing is more exasperating to a student than to learn that the courses taken do not count toward their desired goal. Formal articulation agreements serve to remove unnecessary obstacles in a student's path. Moreover, these agreements serve as useful recruitment tools, helping the College to attract students who wish to spend their first two years at a community college. Last, as noted above, articulation agreements can assist a student's movement through the educational pipeline from high school to four-year institutions.

II. Activities Completed in 2001/2002

Activities for 2001/2002 include but were not limited to the following:

- Update articulation agreements with the California University System for General Education, American Institutions course acceptance and individual campus departments and majors. Agreements were updated with **14** of the **22** CSU campuses. Many of these were agreements that had not been updated for a number of years, i.e. Cal Poly Pomona where we had courses in only one department articulated we now have courses in **27** departments.

- Articulation agreements with University of California system were updated as well. This included updated the annual Transfer Course Agreement (TCA), IGETC (CSU and UC) and campus specific agreements with 7 of the 9 campuses.
- Updating articulations includes communicating with the respective campuses as well as College of the Canyons faculty on articulation issues, and developing appropriate handouts for students and staff.
- Work with faculty to develop curriculum appropriate for transfer to CSU and UC. Assist faculty with researching information on major preparation and curriculum at CSU and UC campuses. Review all courses (new or revised) submitted to the Curriculum Committee to ensure there are articulation issues.
- *Review* three times per year the COC courses in the ASSIST database. Also included in the review is the input of any new courses and revision/technical changes to any existing courses in the database.
- Submit additional courses to the CAN System for CAN qualification.
- Assist in the implementation of Degree Audit and the Transfer Course Equivalency component of the Datatel system.

III. Recommendations for changes to similar efforts in the future

Articulation efforts in the future should include all of the same activities as for 2001/02 with increased effort in developing agreements with four-year institutions where minimal articulation exists and with institutions that are partners in the campus University Center. Articulation activities may also be associated with the new NSF grant project.

IV. Evidence of Progress on Outcome Indicators

The increase in the number of transferable courses to UC and CSU schools for Fall 1999 to Fall 2001 is shown in Figure 1 below. As shown in Figure 1, the number of transferable courses from Fall 1999 to Fall 2001 has ***increased*** by **53 percent**. Further evidence for the success of College of the Canyons articulation efforts can be seen in the retention and success rates for the college as a whole for the 1999-00, 2000-01 and 2001-02 academic years shown below in Figure 2. The success rate for the college as a whole has increased **5 percent** from the 1999/00 academic year to the 2001/02 academic years.

Figure 1. Number of Transferable Courses: Fall 1999 to Fall 2001

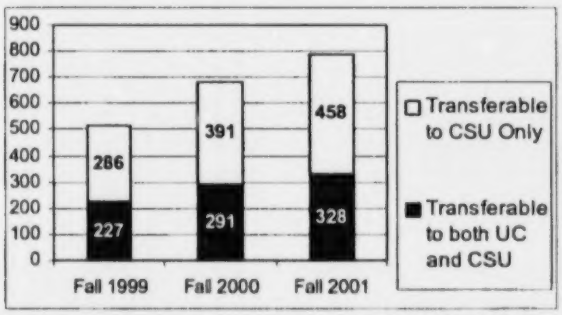
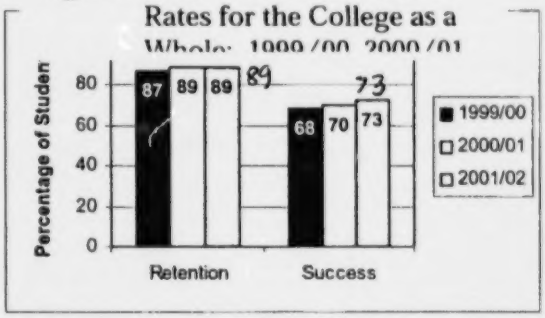


Figure 2. Retention and Success Rates for the College as a Whole: 1999/00, 2000/01



Please see *Section II. Activities Completed in 2001/2002* for more details on evidence of progress.

V. Budget

	Budgeted	Spent (or encumbered)
Instructional Salaries Full-time: Adjunct:	68,997	69,502.84
Noninstructional Salaries Full-time: Adult Hourly College work study		
Employee Benefits		11,175.94
Supplies and materials list:	1,000.	516.85
Other (specify): Conferences	3,000	366.96

Project Director's Signature: *(Signature on File)* **Date:**_____

New Proposal:		
Renewal:		X
Amount Budgeted:	$	53,148
Amount Spent:	$	**

Athletic Counseling - PASS

PFE Project Review

2001/2002

Garett Tujague

Garett Tujague, PASS Athletic Counselor.

PFE Goal

Indicate whether demonstrates progress or no progress on specific PFE goals, or whether the goal was not applicable. Place an "X" in the appropriate box.

	Demonstrated Progress	No Progress	NA
Increase Student Transfer Rates	X		
Increase Student Degrees Awarded	X		
Increase Student Certificates Awarded			X
Increase Successful Course Completion	X		
Increase Workforce Development	X		
Increase Basic Skills Improvement	X		

I. Project Summary

(Including Need, General Goals, and Approach)

Athletic expansion has resulted in an increased number of student athletes. The pressures of competition combined with academic requirements places these students at risk. This position will move the College toward a remedy to this problem. A PASS Counselor will perform the following functions:Provides academic counseling services for student-athletes. Provides for the development of an educational plan for each student-athlete.Provides professional career counseling and decision-making skills for student-athletes.Coordinates placement testing, financial aid, and other matriculation related activities for student athletes.Coordinates the use of the TLC lab, tutoring, and other academic assistance for student athletes. Serve as a liaison between the student-athlete and academic support services on campus.Advises student athletes about transfer requirements and scholarship programs available at four-year colleges and universities.Works with the Director of Institutional Research to compile and analyze student-athletic data.Coordinates with the Director of Outreach and Relations with Schools when working with the high school counselors, coaches, administrators, and parents.Meet with each team prior to the season, and when necessary, to discuss academic progress, educational and career plans, health issues, and WSC decorum policy.Monitor and track the academic progress of all student-athletes throughout each semester.Conduct a student-athlete orientation each semester.Staying current in the field of academic advisement by being an active member of national and state academic advisement associations.Remain an active member of the College faculty by being a member of faculty committees and attending faculty sponsored activities.

II. Activities Completed in 2001/2002

Workshops/seminars:

- Test taking skills
- Writing a term paper
- Choosing a major
- Transferring
- Study skills
- Note taking

Tutors

- Math

California Community Colleges Athletic Academic Advisory Association (3C4A)

Prestigious Award winner

- Ofolangi Mailangi

III. Recommendations for changes to similar efforts in the future

None.

IV. Evidence of Progress on Outcome Indicators

Both success and retention were higher for athletes compared with the entire COC population for academic year 2001/02.

	Athletes	COC Population
Retention	92%	89%
Success	74%	73%

V. Budget

	Budgeted	Spent (or encumbered)
Instructional Salaries Full-time: Adjunct:	$53,148	
Noninstructional Salaries Full-time: Adult Hourly College work study		
Employee Benefits		
Supplies and materials list:		
Other (specify):		

** Budget details not available at time of report.

Project Director's Signature: *(Signature on File)* **Date:**

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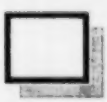

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